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Examiners' Report June 2010

GCE History 6HI01 C

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6HI01 C

General comments - 6HI01 Option A/B/C/D/E/F

Once again the current cohort of candidates were generally well prepared, answered two questions without apparently experiencing difficulties with timing, and made a genuine attempt to engage with the question. However, it was noticeable that even well prepared candidates underachieved due to an increase in formulaic answers which did not directly address the specific question asked or show explicit understanding of the key issues. The comments below are intended to encourage both centres and future candidates to improve on past performance.

An important issue which was raised by many examiners this year concerns candidate interpretation of the questions set. Many candidates appear to believe that all the questions on the paper require them to consider the importance of a given factor in relation to a number of other factors. It is important that centres impress on future candidates that this is not the case; if it were, it would reduce the examination to a simple formula. The mark scheme requires an essay to 'present historical explanations and reach a judgement' and this is achieved through a variety of different question stems such as 'to what extent', 'how accurate', 'how far', 'how significant' and 'why'. Although the majority of questions require an analysis of relative importance not all of the questions do. Questions requiring the candidate to analyse relative importance are indicated through the use of trigger words such as 'main reason', 'key factor', 'primary reason', 'due to', 'responsible for' and 'explain'. Questions which do not refer to relative importance require a balanced answer with a counter-argument giving reasons for and against the given statement/factor. Questions which refer to 'significance' or 'importance' can often be addressed using either approach whilst 'why' questions do not require a counter-argument (although this is often present in higher Level answers) but an overall judgement of the different reasons put forward.

The following examples indicate how some students underperformed by misinterpreting the question set:

Question A13: 'How accurate is it to say that Lambert Simnel and Perkin Warbeck were both serious threats to Henry VII's security?' Some saw this as an invitation to deal briefly with the two pretenders before considering other threats to the king's security, including the nobility, the Yorkist rump and the taxation rebellions.

Question A14 : 'How far did Henry VII's financial policies strengthen the power of the monarchy?' Many candidates wrote about other ways in which the monarchy was strengthened.

Question D7: 'How successful were the Five-Year Plans in transforming Russian industry in the years 1928-41?' Many dismissed the plans briefly before investigating the role of terror and the purges in transforming industry.

Most candidates produced a readable answer with, at the least, some historical knowledge and, at best, a sophisticated analysis. The analytical and evaluative answers at high Level 4 and Level 5 were impressive for their breadth and depth of knowledge, and by their sharp focus on the question. However, a significant number of answers were less directly targeted on the question; these seemed to be answering practice questions, or were a prepared response. As always, there is evidence that candidates were not answering questions on the current paper, but those on the previous one. This often leads to responses which 'relate well to the focus' (Level 4) but not 'direct focus' (Level 5) e.g. in Option E/F Question 5 candidates often referred to Mussolini's rise to power rather than growing support for the Italian Fascist Party. Now that there are

ten sample questions for each option (the four examination papers plus the sample questions) centres might consider it appropriate not to use the most recently asked questions in trial examinations.

A lack of both general and detailed chronological awareness is a growing concern. The importance of covering the timescale in the question is still a discriminating factor between candidates, and is dealt with in the reports on various questions. Candidates do need to be aware of the importance of key dates in the topics studied and, quite simply, the order in which events took place. A failure to understand why the dates in the question have been used led to a significant number of candidates failing to cover the whole period set, and thus to miss out some key events or developments, or referring to the wrong time period altogether.

Perhaps the most significant discriminator between different answers was the range and quality of supporting information. It is impossible for a candidate to frame an analytical response if the evidence offered in that answer is lacking in depth of development or is not directly relevant to the question. The generic mark scheme makes clear that progression through levels depends on the answer displaying two linked qualities; the strength of the explanation or analysis offered, and the range and depth of accurate and relevant material.

Examiners are required to reach a judgement on the quality of communication before awarding their final mark; it is an integral part of the mark scheme. Future candidates should be reminded that slang and argot have no place in an AS History answer; that spelling, punctuation and grammar may influence the quality of their argument; that it is worth learning how to spell the historical terms used in the topics studied; and that abbreviations, and the absence of capital letters, should remain in the realm of text messaging. It is also important to use correct terms when referring to people of different races and cultures.

Option C

Once again many candidates were well-prepared, producing interesting essays with a variety of different approaches and able to select and deploy relevant supporting factual evidence. However, as in previous sessions, a significant number of candidates provided well reasoned analysis but were unable to provide the detailed appropriate and relevant supporting material required to achieve the higher Levels of the mark scheme. Such generalisations are leading to many answers which 'relate well to the focus of the question' (Level 4) but are not 'directly focused' on the question set. Option C does allow candidates to provide broad analytical and thematic answers but secure and relevant supporting evidence is necessary to attain higher marks. In particular, candidates studying topics which focus on the growth of Empire should be more aware of the location and timing of territorial expansion thus allowing for a greater understanding of the changing role of factors over time. It is also important to emphasise the importance of chronological security in general and the need for candidates to be aware of the key dates for each topic.

Examiners regularly comment on how enjoyable it is to mark this Option referring to the obvious enthusiasm and interest with which the topics are approached. Centres should be commended for the preparation of candidates especially considering the lack of specific resource materials available for many of the topics. Centres prepared to share their resources with others are encouraged to post materials on the Edexcel History Communities site.

Questions 1-14

Option C

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C1 - The Origins of the British Empire, c1680-1763.

This is the third most popular topic in the Option. The majority of candidates are very well prepared and able to discuss a variety of factors which influenced the early expansion of the British Empire. However, as suggested above, many of the candidates clearly understand the underlying influences but are often unable to provide actual examples of territorial expansion or differentiate between expansion at different locations or time periods. Candidates often refer exclusively to the Treaty of Utrecht when discussing territorial expansion or make vague references to the Treaty of Paris; those who show an awareness of territorial expansion or the growth of informal influence in North America, India and along the Triangular Trade routes at different times in the chronology often perform at the higher Levels. It is also encouraging to see that candidates are able to show the inter-relationship between differing factors responsible for imperial expansion but it is also clear that many candidates see this as a 'stock' response producing answers with conclusions that show integration but do not focus on the question asked.

Q1. was the most popular question. Most candidates were fully aware of the role of the slave trade in the growth of the British Empire and were able to produce answers which explained the role of the slave trade (Level 3) in relation to other factors (Level 4). Weaker answers tended to describe the role of the slave trade in the growth of the British economy rather than the Empire. Higher level answers focused on the 'significance' the slave trade in aiding the expansion of Empire either by discussing the slave trade in relation to other factors or by balancing the influence of the slave trade in Atlantic expansion in comparison to expansion in Asia. There was an overall tendency to assume that the growth of the British Empire referred to the growth of the British economy and, although the mark scheme indicates that this is undoubtedly integral to imperial expansion, there was a disappointing lack of reference to territorial growth and geographical influence. Most candidates were, however, able to cover the majority of the time period although chronological security was not always apparent.

Q2. was significantly less popular. This was possibly due to the more restricted time period although there were still candidates who were obviously aware that the question referred to c1680-1784 and who still mentioned the Seven Years War and the Treaty of Paris. As suggested above, most candidates are clearly prepared for multi-factoral answers and were able to produce competent answers but 'stock' integrated answers were more apparent here. Many of these answers make assumptions about the inter-relationship of factors without really understanding the relationship between them. For example, there were a significant number of answers which addressed European rivalry and then introduced competition with France as a separate factor or as another inter-related factor.

C2 - Relations with the American Colonies and the War of Independence, c1740-89

This is the second most popular topic. The candidates are generally very well prepared, often to the point of knowing the narrative to the detriment of analysis, for the period c1740-83 but there is evidence from this session that they are less well prepared for the period covering 1783-89 which covers a whole bullet point in the specification. It is suggested that centres consider how much time is spent covering this aspect of the specification and also consider themes which might be linked to the earlier period.

Q.3 was the most popular of the two questions by far. There is no doubt that most of the candidates are well versed in the dates and chronological order of events (although not necessarily aware of length of time between events) and able to chart the deterioration in the relationship between the British imperial powers and the colonists in the lead up to the War of Independence leading to many competent answers. However, there were fewer high Level 4 and Level 5 responses than might have been expected due to a lack of focus on the actual question set; many responses, as observed in the General Comments, appeared to answer previous questions concerning the breakdown in relations with few focusing on the necessary requirements for an outbreak of armed conflict or covering the period between 1770-1775. Relatively few discussed the events of 1775 and, where they did, this was usually a brief reference to 'Lexington and Concord' in the introduction. Those higher Level responses which were able to discuss issues more thematically were more successful than narrative commentaries, which although competent, lacked the organisational skills to reach 1775 in the time allowed for the essay to be completed.

Q.4 was answered by relatively few candidates. Some candidates were aware of the events of 1783-1789 and the attempts at nation-building between the American colonies citing the difficult steps towards a Constitution and federal government, the 'individualism' of both states and colonists, attempted rebellion and relationships with other powers. However, many of the answers were not aware of the significance of the dates in the question and interpreted the question as being concerned with American unity during the years 1775-1789; this resulted in responses attaining Level 2 at the most.

C3 - The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833

This is by far the most popular topic on the Option C paper. Candidates are generally well prepared and understand the general issues and events surrounding the slave trade, slavery and the anti-slavery campaigns. However, knowledge of the chronology of events is often very weak and many candidates find it difficult to select and deploy the appropriate and relevant supporting material required to answer the question set. For example, many responses for Q.5 referred to Sam Sharpe's Revolt as having been instrumental in the passing of the 1807 abolition Act and discussed the later work of Thomas Foxwell Buxton. Unlike in Topic C1, there also appears to be a wide lack of understanding of the inter-relationship between people, events and issues.

For example, the Clapham Sect was often seen as completely separate from the individual campaigners as were the methods of campaigning. Despite this it is obvious that there has been a significant improvement in candidates awareness of the differences between the abolition Acts of 1807 and 1833 and a growing understanding of the events surrounding the passing of each Act.

Q.5. was the most popular question. The majority of responses were able to reach at least mid-Level 3 as most candidates had a good understanding of the roles of the main individuals mentioned in the specification. Weaker candidates described not only the role but the background of individuals which left little time to discuss responsibility but many candidates achieved Level 4 with a discussion of the role of individuals in the abolition of the slave trade compared with other factors. At the higher Levels there was often an excellent evaluation of the factors affecting the abolition in 1807 itself with references to the context of the Revolutionary and Napoleonic Wars. Many were aware of the political, social and economic issues surrounding abolition although, as suggested above, factual and chronological accuracy was indicative of weaker responses. In particular, references to the fear of slave revolt showed weak geographical and chronological understanding.

Q.6. Although this was less popular most candidates who attempted it made very good use of the supporting material available. Weaker candidates tended to describe the conditions on the slave ships and plantations before and after 1807 often suggesting that, despite abolition, illegal slave trading continued meaning that conditions on ships remained the same or got worse or that conditions on plantations improved because of the need to care for the remaining slave population. At the higher levels candidates used the continuing illegal trade, the need to pass further legislation to control the behaviour of plantation owners, the growing resistance of slaves themselves and the continued campaigns for the abolition of slavery to suggest that although conditions may have ameliorated they did not improve substantially. There were some very interesting and thoughtful answers produced as a result.

C4 - Commerce and Conquest: India, c1760-c1835

Very few candidates attempted this topic. Examiner comments suggest that the candidates who do study India have a good knowledge of events and issues but often struggle to focus on the questions set producing narrative commentary rather than analysis.

C5 - Commerce and Imperial Expansion, c1815-70

Very few candidates attempted this topic. As in previous sessions there were a few candidates who attempted the questions in the belief that they were referring either to Topic C1 or C6. In general, most of the responses showed an awareness of the key concepts and issues surrounding commercial and imperial expansion at this time but there was a lack of specific detailed information. Some answers were able to describe the role of the Royal Navy in relation to other factors but a few candidates seemed to believe that the Royal Navy not only protected trade but carried out the majority of trade itself. There were no comments made on Q.10 suggesting that it may not have been attempted.

C6 - Britain and the Scramble for Africa, c1875-1914.

This is a popular topic and in general the candidates are very well prepared with a good knowledge of events in different geographical locations and with a clear grasp of chronology. Centres are once again reminded that historiography is not a requirement for this topic at AS level and that, although in a few cases candidates use a historiographical approach with aplomb, many candidates use such references to describe rather than explain and often do not appear to fully understand how to apply such references analytically.

Q.11 was the most popular question. Many of the answers were interesting and enjoyable to read with a nuanced understanding of formal and informal influence and feel for the creeping nature of British control in the area. Most candidates approached the question either by addressing general reasons or through a narrative commentary. Weaker candidates described increasing British control in Egypt and the Nile Valley, usually concentrating on events in the 1870s and the 1880s, but most candidates were able to give reasons why with reference to economic, strategic and political causes. Those using a narrative approach were often able to access higher Level 4 through perceptive comments but found it difficult to progress further through a lack of integrated or comparative analysis or an inability to cover the whole time period in forty minutes. Some excellent answers were able to integrate general economic and strategic reasons for imperial expansion with the actions of men-on-the-spot and local conditions. One area of weakness in the narrative approach was a tendency to omit references to Dual Control in Egypt.

Q.12. This was significantly less popular despite the obvious possibilities of challenging the given statement. As mentioned in the General Comments, a minority of candidates interpreted this as suggesting that the War was the primary reason for the promotion of British pride in Empire leading to some confusing Level 3 answers. At their best responses were able to chart the fluctuation in attitudes toward Empire engendered by the War ranging from initial enthusiasm being undermined by the early defeats through to the 'mafeking' after the raising of sieges to the 'horrors' of the concentration camps and 'scorched earth' policy of Kitchener leading to a conclusion balancing arguments both for and against. However, many responses were only able to describe the negative effects of the War and a significant minority described the causes of both Boer Wars with little focus on the question set at all. In comparison to the answers for Q.11 many of the responses were much weaker.

C7 - Retreat from Empire: Decolonisation in Africa, c1957-1981

This is a popular topic and candidates are generally well-prepared with sound knowledge of the reasons behind Britain's decisions to decolonise from the 1950s onwards. However, candidates are not always aware of the chronology of decolonisation and seem to be less sure of events in geographical areas than in Topic C6 which the majority of candidates also study; a similar approach to that followed in Topic C6 is recommended with an understanding of the general causes of decolonisation combined with the specific reasons for decolonisation in the period 1957-65 and the special case of southern Rhodesia after this date.

Q.13 was by far the most popular question. Most candidates were able to explain the declining influence of Britain in world affairs in relation to decolonisation with some awareness of other possible factors. Weaker candidates described the role of declining influence with reference to Britain's weaknesses after 1945, the development of the Cold War, the Suez Crisis and Britain's relationship with Europe with little reference to the actual events of decolonisation. Higher level answers were able to integrate Britain's declining influence with references to other factors such as economic weakness and political decisions or to make reference to long term underlying weaknesses combined with short term domestic and African events. However, as mentioned in the general comments to Option C, this is one of the questions where candidates were often unable to see the connections between causes discussing Britain's declining influence in general and referring to the Suez Crisis or the increasing power of the USA and the USSR as completely separate factors.

Q.14. Although less popular, this question was invariably answered well. Centres should be aware that the situation in southern Rhodesia/Zimbabwe is the focus of the majority of bullet four in the specification for this topic. It is clear that some centres have prepared their candidates very well with excellent detailed knowledge on the special case of 'southern Rhodesia'. Most

candidates were able to discuss the role of the withdrawal of South African support from the white minority government in bringing about the decision to negotiate black majority rule in relation to other external and internal factors at the time. Weaker candidates tended to give a narrative response or discuss the failure of the white minority government in the context of the whole period since 1965.

Below is a script in which the candidate has produced two Level 5 responses:

Put a cross in the box indicating the FIRST question you have chosen to answer .
If you change your mind, put a line through the box
and then put a cross in another box .

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There were several important reasons for the increasingly formal colonisation of the Nile Valley in the years 1875-1899; however, it would seem that the principle reasons ~~was~~ ^{were} strategic and attitudinal.

Indeed, the construction of the Suez Canal in 1869 had completely changed the optics through which Britain saw her Empire. The appearance of a new, safe and fast (and thus extremely profitable) route to India immediately gave Britain a vested interest in the area. Britain's initial involvement in Egypt would seem to testify to Hely's hypothesis that the Empire was acquired largely in a fit of absent-mindedness: and indeed ~~it would seem to fit in with the peripheral theory of imperialism, in that it was often a case of reacting to~~ ~~well~~ specific events rather than any formal project. The Khedive's sale of 45% of shares in the Canal to De Lesseps in 1875 gave him a chance to at a stroke increase Britain's influence, and also her interests, in the region. Egypt's economic collapse three years later, leading to the Anglo-French rescue plan, left Britain in de facto command of

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Egypt's economy. Thus, by the time of the nationalist revolt of Ibrahim Pasha in 1882, Britain's interests were well-established in the area, and the suppression of the revolt at Tel-el-Khbi and confirmation of Boufiquas basically a puppet ruler gave Britain ~~control~~ to all intents and purposes control of the country. Thus, expansion in Egypt itself was very much a case of informal imperialism, ~~but with a strategic motive, in that it allowed~~ improvised rather than planned; but it had a strategic motive, the securing of the vitally important area around the canal for Britain, safeguarding the route to India.

Subsequent expansion in the area was essentially for the same motives, with Britain intent on establishing dominance over the whole of the Nile Valley and North-East Africa in order to further secure her position. ~~However, as the "High Imperialism" of the late 19th century developed, this increasingly took the form of formal takeovers. It progressively more jingoistic attitudes at home,~~ The incorporation of Uganda into the Empire as a protectorate in 1894 was arguably partly an attempt to establish control of the uppermost reaches of the Nile, further securing Britain's position while keeping the area from German ambitions in Tanganyika; and indeed the extensive construction of railways in the country would seem to confirm its strategic importance. Similarly, the takeover of the Sudan in 1898 was not so much an avenging of Gordon, as a move to secure the rest of the Nile and the shores of the Red Sea, and frustrate French plans for an Empire stretching from West to East which would have undermined the security of Britain's route to India. Indeed, the stand-off with Captain Marchand at Fashoda shows quite how pressing

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the takeover of the area had become, given French ambitions.

Expansion at the time was indeed increasingly formal, and the campaign in the Sudan reflects some of the reasons behind this. The increasingly jingoistic attitudes at home, exemplified in music halls, papers and comics like the London Illustrated News and Punch, and the Daily Mail's description of Guderian as "Gordon's Revenge", were inspired by a combination of a Darwinist-inspired sense of racial superiority, and a belief in the duty to civilize the "Dark Continent" mirroring Kipling's reference to the "White Man's Burden". Increasingly then, the subtle increases in influence seen in Egypt were not enough; and Britain had to be seen ~~to~~ to dominate in the eyes both of the population and of the governing class. The increasingly formal imperialism, or "High Imperialism", of the late 19th century, that saw Uganda and the Sudan being incorporated into the Empire as a result of centrally ~~the~~ made plans, had largely attitudinal reasons, as a combination of ~~British~~ patriotic fervour and what is called cultural imperialism.

~~Thus~~ This belief in the uncivilized nature of Africa meant that there were arguably moral motives behind expansion too. Gladstone argued that the intervention in Egypt was principally an effort to save European lives being lost in rioting in Alexandria, and to restore order; the Mahdists were seen as savages, and arguably the Sudan expedition was done to bring order to an otherwise backwards ^{and wild} country. Above all, in Uganda, moral reasons were cited as reasons behind expansion. Just as in

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Bechuanaland in 1883 the London Missionary Society had pushed for a takeover, so in Uganda missionary interests led to the same, after King Mwanga massacred local Christian converts and had Bishop Hannington murdered. "Commerce and Christianity" went according to Livingstone hand in hand, and one could also indeed argue that the search for resources played a role in expansion in the wake of the recession of the 1870s, and the protectionism of the US and Europe; thus Egypt's cotton and wheat would have looked very appealing. Both moral and economic factors could thus be argued to have had a role in British expansion in the area.

However, it would seem to me that they were both merely subsidiary factors, or in the case of the intervention to restore calm in Egypt just a pretext. The principal reason behind expansion was the need to secure Britain's interests in the canal zone, and by extension the surrounding area; and it was a change in attitudes at home that made the process increasingly formal, from the buying of shares in 1875 to a full expedition in 1898. The motives for the increasingly formal expansion in the Nile Valley in 1875 to 1899 were thus strategic and attitudinal.

Put a cross in the box indicating the **SECOND** question you have chosen to answer .
Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box
and then put a cross in another box .

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In 1957, Britain occupied a notably weaker place in the world than she had in a very long time. The repercussions of the embarrassment that was being shown to the world that she was no longer a superpower; and indeed, her declining place in the world were a partial ~~major~~ reason for the fall of the Empire.

Indeed, the crisis demonstrated that she was to a very great extent now reliant on the US. In fact, the US was committed to pushing Britain to decolonise, with Kennedy declaring his ~~policy~~ belief that Africa should be for the Africans, and Eisenhower demonstrating at Bay of Pigs that the US would no longer tolerate any more imperial escapades. Moreover, the US was intent on Britain putting an end to the sterling area and helping to the promises made to ensure free trade in 1941's Atlantic Charter. The Americans were now in a particularly ~~po~~ influential position vis-à-vis the British, and used their influence to push for an end to Empire. ~~Why~~

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They also showed that the British were far from invincible, and Kaku's successful nationalism and the demonstration of imperial weakness by the UK led to the spread of nationalism throughout the African continent, and led to many more calls for independence; Britain was unsure of whether to repress such movements, for fear of driving them into the arms of the Soviets. ^{as always had done} Thus the CPP in the Gold Coast, KANU in Kenya, and TANU in Tanganyika became increasingly influential, while strikers spearheaded Nigerian nationalism widened in the setting up of papers like the West African Pilot, and parties, notably the NCNC. ¹⁹⁴⁶ Thus the demonstration of Britain's declining power at the ~~1945~~ ¹⁹⁴⁶ was a huge encouragement to nationalism, hastening the Empire's demise. ▀

Britain's previous losses also led to decolonisation. The fall of India ~~1947~~ ¹⁹⁴⁷ meant that the trade routes through the ~~1947~~ ¹⁹⁴⁷ and in North-East Africa were no longer needed, which explains their early decolonisation. However, there were also economic reasons for the end of the Empire unconnected with Britain's loss of status. Britain's huge postwar debts had left her weakened, and the Empire was simply no longer profitable. 1957's Post-War analysis demonstrated this definitively. The postwar Colonial Development and Welfare acts had committed Britain to an extra £120 million per annum in colonial spending, while the cost of maintaining possessions in the face of nationalism, whether in Malaya and Cyprus or in Kenya, meant that defence spending was enormous ~~that~~ at a time when priorities at home involved the establishment of ~~the~~ a welfare state.

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The increasing economic burden of Empire was reflected in a loss of enthusiasm for it at home. They had led to a major loss of political will; and moreover, it was felt that the Empire was increasingly an embarrassment. The reputation of the Highways during the Mau Mau conflict led to a loss of any remaining sentiment of moral high ground; while the irony of granting independence to nationalist movements shortly after having fought a world war to preserve Europeans' right to self-determination was not lost on many. This profound change in attitudes was exemplified by Macmillan's "Wind of Change" speech in 1960; it would thus seem that indeed, in the words of one historian, Britain lost her Empire because she ceased to believe in it, at least in part.

By the time the Gold Coast gained its independence as Ghana under Nkrumah in 1957, Britain's role and position in world affairs was profoundly diminished. She was under huge pressure from the USA to decolonise; nationalists across the world, buoyed by her weakness as shown at Suez, were making increasingly powerful demands; and she was accordingly reassessing her role and turning from her colonies towards other organisations, notably NATO and EFTA. But she was also economically weakened, and unable to afford an Empire, and with a population and governing classes that increasingly could see no moral case for not decolonising, and indeed, it would seem to me to be for these reasons that she relinquished her Empire. The demands of nationalists simply catalysed the change of attitudes in Britain; US pressure was doubtless influential, but it would not have forced Britain to give up on an Empire she truly wanted to

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and was able to maintain ~~the world the idea~~ that the primary reasons for the fall of Britain's. Once it commenced, decolonisation took place rapidly, with Nigeria becoming independent in 1960, Tanganyika in 1961, Uganda in 1962 and Kenya under Kenyatta in 1963; but the reasons were identical everywhere over this period. ~~The~~ and the primary reasons were indeed Britain's economic inability to maintain the Empire, and the change of attitudes in her population; the repercussions of her diminished role in world affairs, both in terms of political relations with the US and the rise of nationalism, merely catalysed the process. ~~She~~



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Examiner Comments

Although the introductions to each answer are not particularly strong the responses are directly focused on the question asked with the key theme or factor central to the answer. In Q.11 there is a clear discussion of the reasons for increasing British interest in the area with an attempt to evaluate and the supporting evidence is relevant and appropriate. In Q.13 the declining influence in world affairs is understood and discussed in relation to other factors with well selected supporting evidence.

This is a secure Level 4 answer:

Put a cross in the box indicating the FIRST question you have chosen to answer .
If you change your mind, put a line through the box
and then put a cross in another box .

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(This page is for your first answer.) The influence of leading campaigners were partially responsible for the abolition of ~~the~~ the Slave trade in 1807, however other factors, like the influence of James Stephen and the new Irish liberal mps in government were also responsible.

Thomas Clarkson was a passionate abolitionist who went around setting up societies that supported the abolition of the slave trade. He targeted different key audiences including sympathisers of black slaves and of sailors. He did this by collecting evidence ~~of~~ through eye witness accounts from ~~the~~ ^{the} slave ~~by~~ ship captain John Newton as well as documenting statistics of the number of sailors that died a year due to harsh conditions ~~at~~ aboard the slave ships. He persuaded Wilberforce, a key politician at the time, to join ~~his~~ ~~abolition~~ ^{him} him.

(This page is for your first answer.) and together they set up the London committee in ~~1787~~ 1787. The Quakers were also part of this committee, again extending their target audience, as people who were religious followed the Quakers and people who didn't want to be associated with them, ^{supported} ~~joined~~ ^{them} on behalf of Clarkson and Wilberforce. ^{It was} ~~The committee~~ important that they targeted a large ~~to~~ audience as then people would come together in a very hierarchy ~~era~~ for one cause and put pressure on the government to abolish the slave trade. The committee also used emotive pictures to appeal to the soil of ~~Britain~~ Britain, including Wedgwood's 'am I not a man and a brother' image, portraying a slave as a good and willing innocent Christian, attracting religious sympathisers to also support the abolition of the trade.

Women were leading campaigners, they wore bonnets with Wedgwood's design on it, and after 1801 when Wilberforce's trade abolition suggestion had been rejected they began sugar boycotts, as they knew the slave sugar trade worked from the profits they made on the sugar they sold, so by taking this away it would put further pressure on the government to end the slave trade as it would not be economically worth it.

Wilberforce was the political campaigner for the abolition of the slave trade. He ~~was~~ tried to

(This page is for your first answer.) Push abolition ^{of the slave trade} through the house of Commons and Lords but it was constantly rejected up until ~~1799~~ 1799, when he put the abolition of the slave trade to the side, to focus on other distractions in Britain. ^{Therefore people} This could ~~be~~ argue that ^{as a leading} ^{campaigner's,} ^{influence} was not all that responsible for the abolition of the slave trade. His speeches were boring, long and rambling and he didn't line up enough votes, ~~so~~ so Abolition of the trade kept being rejected.

It was not until 1804 when the campaign began again. This was partially due to the new liberal Irish government who supported the abolition of the trade. They were not leading campaigners, but without this influence in government it is questionable that the leading abolitionists would have made so much progress so quickly.

~~It~~ was James Stephen who, It was the prime minister ^{Pitt} ~~who~~ who declared that Britain was not allowed to trade in newly captured territories in 1805, which cut off a lot of trade. This is important as it was not the act of Wilberforce, even though ~~he~~ ~~had~~ ~~some~~ could argue he had been influencing this gradual abolition of the trade ^{in government} ^{for} for a long time.

(This page is for your first answer.) James Stephen was the one who convinced Wilberforce to change his tactics in 1806, ~~where~~ as he cleverly used the idea that ~~the~~ trading with France, who were ~~not~~ not friendly with Britain would help ~~them~~ ^{France} economically. ~~Therefore~~ ^{This} argument convinced the government to introduce the foreign slave trade act of 1806, which meant Britain were not allowed to trade with France. This cutting out 2/3 of Britain's trade, which ~~was~~ ~~a~~ ~~good~~ ~~idea~~ was a good ~~idea~~ advance on the abolition of the trade altogether.

When the Fox - Grenville Whig government came to power in 1806, Fox gave a passionate speech to the House of Lords, encouraging them to wipe away 'the stigma' of the slave trade from Britain. This did persuade many of them to change their mind, and ~~more~~ inevitably this led to the abolition in 1807.

Overall it is clear that other key individuals did play an important and responsible role in the abolition of the slave trade, ~~as~~ as well as leading abolitionist campaigners. Without the suggested change in tactics from James Stephen Wilberforce may not have advanced on the abolition of the trade with his political campaign. Without

(This page is for your first answer.) the support from the new high liberal government, the ^{campaign} abolition may never have been revived, and willberforce could have given up. The abolitionists like Womans groups, and thomas Clarkson and the Quakers were also very important and responsible. Without the support of the British public, there would have been no pressure put on government which would have meant no changes would have been made. The fact that through the London Committee's tactics they got a wide range of support was also massively significant as it brought people together over this cause. Therefore, together, the pressure the leading abolitionists caused ^{through the public} to put on government, alongside the support ~~and~~ within the government like ^{Pitt} ~~the~~ the new liberal mps and ~~Mr~~ Fox created a partnership fighting the battle to abolish the slave trade from both the public and political sides, ~~both~~ ^{deeming} ~~deeming~~ them both responsible for the abolition of the slave trade in 1807. ~~As abolitionists~~



ResultsPlus

Examiner Comments

The response relates well to the focus of the question through a discussion of the role of leading individuals, other factors and the events surrounding the passing of the legislation. There is an attempt to evaluate the role of the leading individuals but the organisation of the material is not always entirely coherent.

Below is an example of a secure Level 4 answer:

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If you change your mind, put a line through the box
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(This page is for your first answer.)

slavery - West Africa controll

Possessions

more valuable

Spread of European influence

Commerce - East India

Trade companies

The slave trade was extremely significant in the growth of the British Empire, it led to the West coast of Africa becoming an important commercial hub and an increased significance for the plantation colonies in the West Indies leading to greater protection. However other factors did play a role in expansion particularly the role of commerce, including Britain's trading companies.

One way slavery was significant in the growth of the British Empire was the controll exerted in west Africa. Here slaves

(This page is for your first answer.) were brought to the coast for transportation in the middle passage, hence it was seen as an area to protect from European powers like the Dutch. Castles were built such as Cape castle on the Gold coast, this increased the growth of the Empire as the forts gave the traders that worked there and hence the British government a foothold in the continent. This could then be further exploited, for expansion into the continent. The presence of the British on the coast and value of the slaves traded, meant they were involved in the power structures ~~that governed~~ of the countries they were in, as rival tribes fought in wars to capture slaves to sell to the Europeans. When these rival African powers fell through war, it created a power vacuum of which the British already enmeshed into African society could fill, leading to eventual ~~control~~ control. Yet it can be stated that the slave forts in West Africa acted without British governmental control, instead they were attached to the Slaving companies that traded, this created a general feeling of discontent with the African populace, leading to greater problems for colonization. This in many ways slowed down the growth of the Empire, as Africans mistrusted the slave companies and the Government they supposedly worked for. Although the importance of the African colonies is shown by the slave money the trade brought to the colonies, hence the foothold in Africa was seen as necessary for the policy of the British Government.

However on the other hand other factors did play a role in expansion

(This page is for your first answer.) particularly commerce and the trading companies. Compared to the slaving companies, traders like the East India company could become involved in the power structure of foreign countries in treaties called 'firmans' without the antagonism from their trade with the local populace. However another major trading company the Royal African Company suffered the problem of being unable to deal with the local leaders and hence was unable to trade in a viable way. Yet at the same time these commercial enterprises were invaluable to the crown, shown in the special rights granted to the East India company. With this the company built factories in India such as ~~at~~ Madras, in Hallerstiens theory these factories informally affected society as they were economic hubs, thereby increasing their influence over society they increased their control and hence the British Empire. War also played a key role in the expansion of the Empire in treaties like Utrecht Britain not only gained strategic possessions (Gibraltar, Minorca) which increased the countries power sphere, it provided key trading treaties like the 'Asiento'. Although the 'Asiento' did provide a monopoly for a British slave trader the South Sea company. Yet ~~the~~ war was seen as a necessary outcome of British expansion, which without the British would have been unable to defend and conquer territories increasing her Empire.

Although on the other hand, slavery was as much a precursor

(This page is for your first answer.) of war due to the supposed economic value of the plantation colonies, increasing the British Empire as they were afforded much greater protection. With the enumerated goods that slavery produced like sugar, these colonies would have been seen as unnecessary serving now purpose for the Crown with the produce they created and the huge profits they gained ~~of~~ vital ~~of~~ for an expansionist government with ambitious colonial policy, the slave trade plantations provided this economic stimulus to the British government affording them greater protection and influence over British foreign policy. Therefore slavery ~~was~~ supported the aims of Empire providing economic impetus to maintain expansionist policy.

In conclusion slavery expanded the British Empire in several ways, due to its importance the West African coast became a hub of British influence and the economic value of the plantations their continued protection and support yet several other factors including the role of commerce and war did contribute to this expansion, however without slavery many British colonies would have served no purpose diminishing the need for Empire and would have been able to support expansion diminishing the ability for Empire.

**ResultsPlus**

Examiner Comments

Although the reasoning is lacking in depth and complexity, this response is clearly well related to the focus of the question with an emphasis on the significance of the slave trade on the growth of the Empire. There is an acknowledgement of the territorial extent of the triangular trade and an appreciation of the importance of the slave trade in general. Significance is established through the role of other factors. As mentioned in the general comments however, the links between these factors and the slave trade is not necessarily noted.

The first answer is a high Level 4 response to Q.3. This is a competent and well supported discussion about the breakdown in relations between the British government and the colonists with a clear focus on British policy. The supporting material is accurate and detailed with chronological security. There is some reference to the outbreak of conflict towards the end but the essay relates well to the focus rather than shows direct focus as there is little discussion of the immediate outbreak of the war itself.

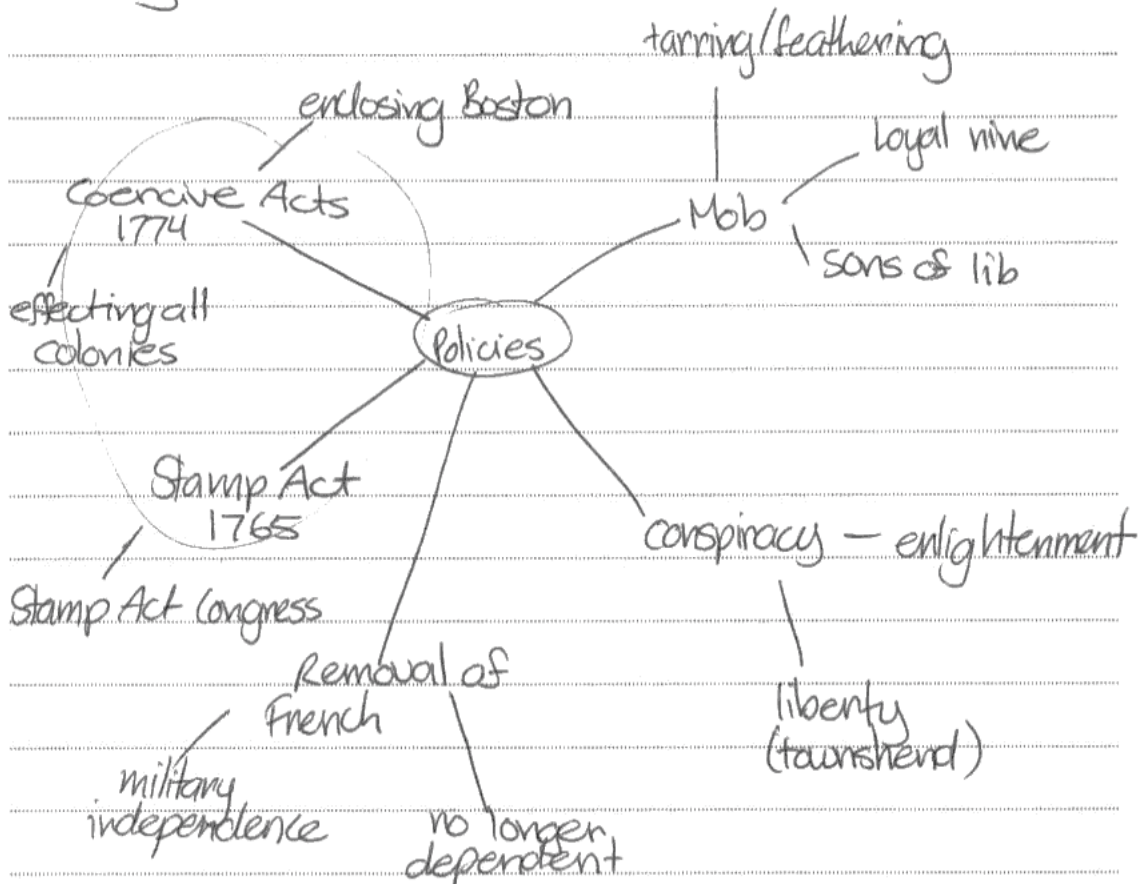
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(This page is for your first answer.)

Planning



(This page is for your first answer.) Prior to 1763, it can be argued that relations between Britain and the Americans was peaceful and harmonious. However, after 1763, the British relations became tense, eventually leading the outbreak of armed conflict in 1775 at Lexington and Concord. Therefore ~~in~~ this essay will assess how far British policies were to blame for the outbreak of armed conflict in 1775.

After the end of the Seven Years War in 1763, the British national debt was £137 million. ~~Prime Minister~~ The Prime Minister had no option to begin taxing the colonists. Hence in 1764, the British Parliament brought in the Sugar Act, placing a tariff on sugar being imported into the colonies. Although this was not a high tax and had been lowered from 6d to 3d, ~~Assuming~~ assuming more people would pay it, outraged many colonists. However the Sugar Act did not effect enough colonists for there to be a strong opposition against it so this stimulated the British Parliament to bring in another tax. The Stamp Act of 1765 put a tariff on 50 printed items from paper to stamps. ~~At~~ Again, the price of the tax was little and much lower than what the British civilians had been paying for the last 70 years, this tax effected almost every colonist. The main issue with both of the taxes was that the colonists felt that they should

(This page is for your first answer.) ~~not have been~~ ^{be} taxed if they were not represented in Parliament. Many felt that by taxing the colonists it was against the rights of the colonists being Englishmen. Englishmen in Britain were allowed a say in what they were taxed for and ~~so~~ if the colonists had no say, they were in effect, no longer Englishmen and more like slaves. Therefore British policies such as the stamp Act and the Sugar Act stimulated popular opposition to the British. ~~so~~ ~~which can be it can be any~~ Although the Stamp Act was repealed in 1766, the damage had already been done. The meeting of the Stamp Act Congress in New York had for the first time brought the colonists together for a unanimous cause and any further British policies placed on the colonists would be resisted. Hence it can be argued the British policies led to the outbreak of armed conflict in 1775.

In response to the British policies placed on the colonists, many Americans now began to believe that the British Parliament was conspiring against them. The colonists were going through a period of ~~the~~ Enlightenment which meant that there was beginning to be freedom of speech within the colonies. By 1774, there were 40 newspapers circulating within the colonies (mostly in New England) and only around

(This page is for your first answer.) 10 were impartial to the British Parliament and the colonies. Hence many stories were stirred through political machines such as Sam Adams with the help of his cousin John Adams. The colonists eventually began to believe that Parliament was trying to take away the liberty that they had come to America for. Many believed that each new tax was a further step towards Arbitrary Rule and Americans were not willing to stand for this. Hence more popular opposition was stimulated, making these theories more likely to cause the outbreak of armed conflict in 1775.

Popular opposition can be seen as a reason for why there was outbreak of armed conflict in 1775. Although it was British policies that may have stimulated part of it, there were other reasons too. After the seven years war, the British parliament kept 10,000 troops stationary in the colonies, mostly ⁱⁿ near Massachusetts, and Newfoundland where they protected ports. However they caused problems for colonists by hasseling them day to day and taking jobs, working for less. Nevertheless, mob action grew as the loyal nine led by Sam Adams torched tax collectors houses and tanned and feathered custom officials. The mob turned political unrest into a movement across towns and cities. Therefore

(This page is for your first answer.) The mob action can be seen as a reason for outbreak of war in conflict in 1775 because they openly resisted the British, antagonising Parliament and making conflict more likely as relations grew more tense.

After the removal of the French after the Seven Years war can be seen as a reason for the outbreak in 1775. The war had given colonists training under the money invested by Pitt in the colonies. When the French were defeated, the colonists were no longer under threat by foreign powers hence their dependence upon Britain decreased for security decreased. and With the help of salutary neglect the colonies were now more separated from Britain than ever. Therefore the removal of the French can be seen as a reason for armed conflict in 1775.

In conclusion, it can be argued that British policies were to blame to an extent. Without British policies antagonising colonists, we cannot be sure that the ~~case~~ conspiracy and removal of the French was enough. It was through British policies that conspiracy ideas even began because the colonists felt Parliament was threatening their liberty in return for Arbitrary rule. The policies stirred on the ~~sans of libent~~ Loyal Nine to arouse popular

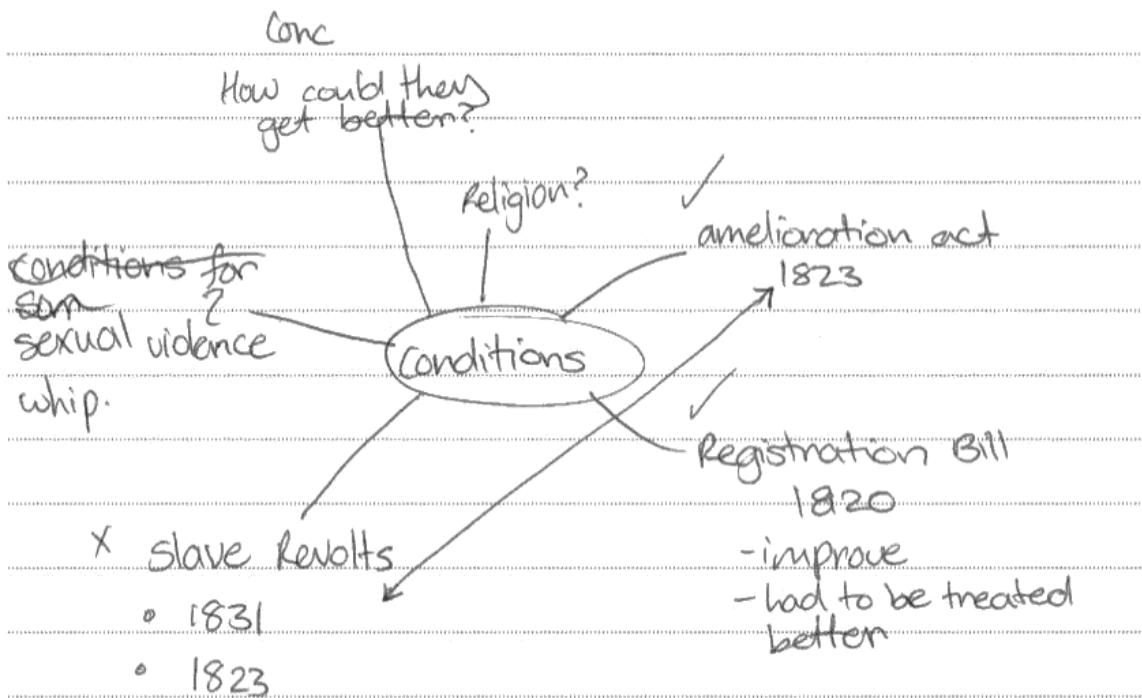
(This page is for your first answer.) Support through the colonies. Hence the evidence suggests that ~~it was~~ British Policies were to blame for the outbreak because without them, we cannot be certain that the removal of France would jeopardised relations whereas taxation did ~~it~~ hence there was armed conflict in 1775.

Put a cross in the box indicating the SECOND question you have chosen to answer . Your second question choice must be on a different topic to your first question choice. If you change your mind, put a line through the box and then put a cross in another box .

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(This page is for your second answer.)



(This page is for your second answer.) In 1807, the abolition of the slave trade passed through the house of Lords, banning the import and exports of slaves in the British Empire. However, this did not stop the harsh life of slavery but in this essay ~~it will discuss~~ the conditions of slaves after the abolition of slave trade will be discussed and how accurate it is to say that they improved.

After the ~~abolition~~ abolition of the slave trade in 1807, it can be argued that the conditions of slaves improved.

As the importing and exporting of slaves was now illegal, many slave owners ~~had~~ knew that in order for their business to be profitable, their slaves would have to remain healthy as they could not be replaced.

~~However~~ ^{Nevertheless} although this applied to most slave owners, some continued in an illegal triangular trade system where they still had slaves being imported. However, once this was discovered by ^{the} British Parliament a Registration Bill was signed in 1820 which meant a census was now kept of slaves on all plantations within the British Empire. Hence now all slave owners had to obey the abolition law because they were being tracked by government officials. ~~Hence as a~~ As a result, it can be accurate that slave conditions improved to an extent because their owners needed them to still make them lots of profit. If they kept their slaves unhealthy, eventually their slave ~~population~~ population

(This page is for your second answer.) would begin to die out on their plantation. Although the owners could still swap slaves privately between other planters, all planters were now in the ~~positi~~ same position; they had to begin treating their slaves better. Hence conditions improved.

In 1823, the Amelioration Bill was passed through Parliament by the influence of Thomas Fowell Buxton. The ~~Act~~ Bill now made it law for slaves to be treated better. Even though Buxton ~~was~~ had other aims within the Bill, they were rejected by Parliament, claiming to be too radical. ~~Nevertheless~~, Buxton had achieved something and slaves within the British empire were ~~being treated~~ living in better conditions.

The influence of missionaries also can be seen as how the conditions of slaves improved. Now that the slaves were being taught ~~the~~ to read and learn the bible, they began to emotionally feel better ~~as~~ as the bible's teachings gave them hope. It was the work of missionaries ~~that~~ such as John Smith ~~that~~ that made slaves aspire to freedom more than ever before because if the slaves loved God, then God loved them the same as ~~the~~ anyone else. Hence the slaves began to feel blessed and that change was soon coming as they were equal to white men in the eyes of God.

However ~~to say~~ it can be argued that slave

(This page is for your second answer.) conditions did not improve after the abolition of the slave trade. As a result of the slaves learning to read and write via the work of missionaries they now knew about the Amelioration Bill. The slaves now recognised that ^{conditions were going to improve.} ~~change was~~ ^{already coming.} However, slave conditions didn't change for some, resulting in slave revolts. The Demerara Revolt of 1823 can be seen as a direct consequence for slave conditions not improving. The slaves in the Demerara had heard about the Amelioration Bill and once it was clear that there had been no change to their conditions they came together and revolted against their owners. A similar rebellion happened in the Christmas of 1831 in Jamaica, but on a much larger scale. A baptist preacher and former slave owner, Samuel Sharpe had gotten slaves to swear an oath on the Bible to not work until conditions were improved. The rebellion was ^{one of} the ^{slave} biggest rebellions in the nineteenth and eighteenth centuries. It resulted in the death of 14 Englishmen and around a few hundred slaves including Samuel Sharpe. Not only ~~the~~ did the revolt highlight how unstable the slave society still was in the West Indies, it also showed that there had been no change in conditions for some slaves. Hence it is not accurate to say that the conditions improved for slaves after 1807.

(This page is for your second answer.) Similarly, although slave conditions may have improved in plantations overall, there was still violence. The whip was still used often as punishment as it could not ~~hard~~ hurt but it could kill. There is evidence to prove that there was increased sexual violence after 1807 because the slave owners needed more slaves so forced many slave women into sexual violence so that more slaves were produced. Hence in this situation, conditions didn't improve at all.

In conclusion it is not accurate to say that slave conditions improved. There may have been better treatment regarding more food but the slaves still remained to be whipped and many still had the fear of violence everyday. It is ~~some~~ accurate to an extent to say that there wasn't going to be improvement till these slaves had freedom. Hence slave conditions remained the same.

**ResultsPlus**

Examiner Comments

Q.6 is a low Level 5 response because there is a direct focus. Candidates answering this question chose a variety of approaches. This response has used events both within the plantation economies and in Britain to determine whether the conditions of slaves improved after 1807. It uses the passing of legislation, continued campaigning and slave resistance very effectively to suggest that conditions could not have improved greatly.

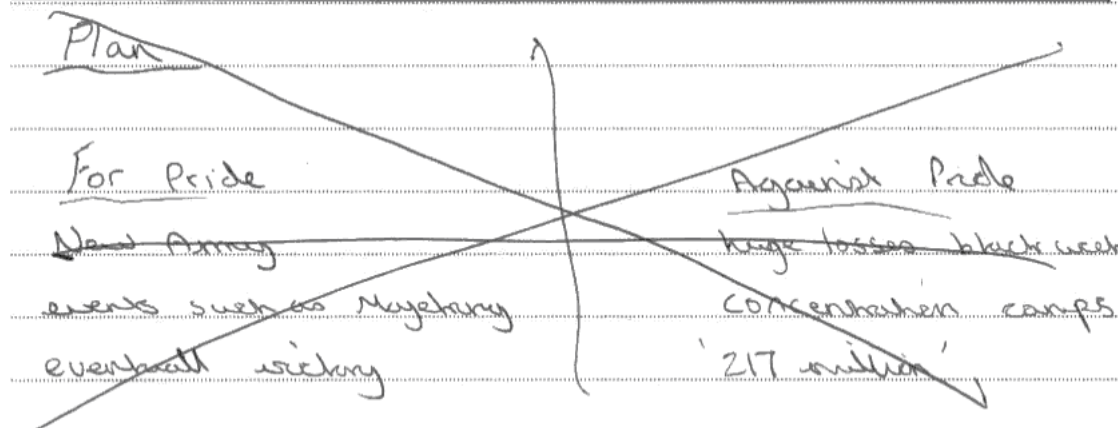
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(This page is for your second answer.)

How accurate is it that to say that involvement in the Second Boer war (1899-1902) promoted British pride in the empire?



Overall I feel that involvement in the second Boer war did nothing to promote British pride in the empire, however there were moments of pride such as the relief of Mafeking and the formation of the new Army although on a

(This page is for your second answer.) ~~whole~~ I think it did more to damage British pride than to promote it.

There were huge moments in the Second Boer War that damaged British pride a key example being 'Black Week' in 1900. In this week Britain suffered 3 huge defeats which were reported back home to the British public in a negative way. 'Anti Imperialist' newspapers such as the Manchester Guardian told the public of the poor British tactics and lack of securing. In these events it was shown the British army just had no equal the Boers could be. The Boers were equipped with their new German magazine rifles had deadly accuracy up to 1200m. The Boers also knew and were used to the kind they were fighting in. One major reason for Britain's defeat these three massive defeats was due to being unable to dig into the hard ground so no trenches could be built, meaning they were easy targets for Boer artillery which was well placed on the hills. Overall this damaged British pride ~~and~~ ^{but} the fact that Britain had been defeated by a weaker power.

Another thing which massively damaged British pride were tactics of using concentration camps and the 'Scorched earth Policy'.

(This page is for your second answer.) Kitchener decided that by the end of the war he would have to put Boer women and children into concentration camps. This was mainly due to the Boer guerrilla tactics. This meant Boer fighters could not secretly return to their farms for food and new resources. However these concentration camps became a huge propaganda tool for the 'anti-war' groups. The main campaigner was Emily Hobhouse she had been to visit the concentration camps and seen the horrific conditions the Boer women and children were kept in. She campaigned hard back in Britain and this news shocked many people and they began to be against the war. Kitchener's 'Scorched Earth Policy' also damaged pride. Kitchener ordered Boer villages and farms to be burned down so there was no chance of Boer fighters using them. Pictures back home illustrated the horrible sight of peoples homes burning down. At the end of the war Britain agreed to pay compensation for the farms they had burnt, so this damaged pride. Overall this was a big reason for why pride was not promoted in the empire.

The final reason for why I feel ^{the Boer} it was damaged pride more than promoted ~~it is down~~

(This page is for your second answer.) to the sheer cost of the war. The initial budget for the war had been set at £10 million pounds however it turned out to be £217 million pounds - a huge drain on the tax payers money. Also 650,000 service men had been called to action to defeat in what was seen in many eyes 'a small' enemy. The losses would also have damaged British pride, a total of 25,000 died, Two thirds of which were due to disease. Overall I feel this shows the sheer cost of the war which ~~and~~ in the end Britain did not get much out of.

However in this overall feeling of loss of pride there were some highs in which British pride was at a peak. One of these moments had to be the recruitment of the 'New Army' Kitchener asked for volunteers to sign up and help the campaign. The response was huge and the whole of the empire pulled together. Troops were sent off from all corners of the empire - Australia, Canada and New Zealand all sent troops and soon enough Kitchener had 40,000 troops in the queue. 1 million people lined up in Southampton to wave off the volunteer army, this shows great pride by

(This page is for your second answer.) The British Army ~~and~~ Over
This shows there were moments of pride the
just 1 million people lined up to wave at
soldiers shows the public were proud. However
Some historians believe that the response to
join the army was only due to ^{high} levels
of unemployment.

Another example of pride is the 'Relief
of Mafeking' on the 17th May 1900 where Baden
Powell became a national hero after fighting
off the Mahdi. People headed to the streets
to celebrate the victory.

In conclusion I believe that overall
the 2nd Boer war damaged British pride however
there were moments that showed the empire
was proud such as the 'New Army' and
the response to the national hero 'Baden
Powell'.

**ResultsPlus**

Examiner Comments

This is a Level 5 response. There is a direct focus on the extent to which the War promoted pride in Empire and an explicit understanding of the issues which came directly out of the war. The response suggests that overall the war did damage pride, providing a variety of well selected and relevant supporting material, and attempts to balance this with the few 'moments' of pride to be found.

This is one of the few answers to Q.14.

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SA with deval → SR talks for negotiating Black majority rule 1976 - 1980

South Af Rhodesia

Military from Gulf

Post UDI Sanctions

Support from parliam area Mozambique

(This page is for your second answer.) Southern Rhodesia and South Africa, during the period of 1976-1980, had close links mainly due to their common racist ideology and the ruling minority white governments. These links did lead to military and financial support from South Africa and this support was important to Southern Rhodesia; however there were several other reasons as to why, ~~the~~ After South Africa's reduced support, the Racist-Southern Rhodesian government took up ~~at~~ talks for Black majority rule.

Southern Rhodesia and South Africa held close links after ~~the~~ the British had left. They held a lot of common ground in their policies and attitudes to Native Africans. They both had strong armies that enabled them to ~~expand~~

(This page is for your second answer.) enforce their control over the native africans. However Southern Rhodesia did rely alot on support from neighbouring countries, as it did not have access to the sea ~~(therefore trade was difficult)~~ ~~without the support from~~ and as access to the sea was vital for trade and Economic prosperity the Government in Southern Rhodesia relied on its neighbours. South Africa's support was also vital to ensure that rebel groups in Southern Rhodesia would not rise up and challenge the current Government. However, with the new Prime minister Vorster in South Africa Ian Smith had claimed Southern Rhodesia had been "offered as a sacrificial lamb". Indeed Vorster had taken on a more outward looking policy, and wanted to give support to newly independent African Nations in order to avoid them turning upon him and the Apartheid Regime. ~~So~~ South African support for Southern Rhodesia had reduced significantly however even after this the Racist white government remained in power for another fifteen years.

PTO

(This page is for your second answer.) In effect After the UDI, declaring Southern Rhodesia a Republic, the UN had imposed sanctions, however Southern Rhodesia had managed to cope thanks to the support from South Africa, Portugal and ~~the~~ even the United States who under the Byrd amendment-act started trade with Southern Rhodesia and could exploit the minerals located here. ~~without~~ without their support the government in Southern Rhodesia is likely to have toppled very rapidly. The Portuguese support was, in my opinion, probably the most important.

Portugal had Mozambique and Angola as its colonies in south Africa. Mozambique was directly neighbouring Southern Rhodesia and gave it access to the sea. With the independence of those Portuguese colonies Southern Rhodesia found itself increasingly isolated. Not only had Portuguese control in Mozambique enabled trade, it also ensured that rebel groups in Southern Rhodesia were isolated and had nowhere to set up their rebellion. As Portugal

(This page is for your second answer.) Left Mozambique in the 1970s, Nationalist groups like ZANU and ZAPU were able to train and get support from the new African government in Mozambique. ~~As~~ previously it had been the Black Africans who had been isolated and now with the newly independent Moz Portuguese colonies there was an increasing amount of turmoil and unrest amongst the oppressed Africans in Southern Rhodesia. And the white minority rule felt more and more threatened as the nationalist groups gained an increasing amount of support and power and as they saw that the country was on the Brink of Civil war.

South Africa's withdrawal of support was definitely an important element leading to talks for a majority rule Black government. However, I believe that the key driving force behind the final decision to take on talks with to negotiate black majority rule was the independence of the surrounding Portuguese colonies, Angola and Mozambique. Their independence allowed the Nationalist

(This page is for your second answer.) movements to finally kick off
and for the white minority government
to feel their power slipping away ~~as~~
as unrest in Southern Rhodesia becomes
increasingly important.

**ResultsPlus**

Examiner Comments

This is a Level 5 response. There is direct focus on the role of South Africa in comparison to a range of other factors with acknowledgement of the inter-relationship of factors and a judgement clearly made.

Put a cross in the box indicating the FIRST question you have chosen to answer .
 If you change your mind, put a line through the box
 and then put a cross in another box .

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(This page is for your first answer.)

Plan Due to policies of GB
 gov 1763 - 1775.
 1777 - stars and stripes adopted.
 1765 - Stamp Act
 1783 - 1789 United?
 1788 - constitution adopted 1789 - George Washington
 9/13 constitution
 1786 treaty with Spain
 North v. South New Hampshire + Mid-Atlantic wanted protectionist tariffs
 ↓ South wanted free trade.
 divided over slavery
 Anti-Federalists vs. Federalists majority were federalists
 Patrick Henry Virginia Plan
 1786 - 87 New Jersey Plan
 Shay's Rebellion.

(This page is for your first answer.) In 1783 the American colonies won the war against the British. Throughout the war they had been unified, having adopted the 'Stars and Stripes' flag in 1777. However, after the war there were a new set of problems for the ~~colon~~ Republic; finances, foreign affairs and government. Some people may say that the new American state ~~was still~~ remained 'united', ~~but~~ because by 1789 the states had adopted the constitution which did unify them. However, other people argue that the state became divided; an important idea to consider in light of the civil war that followed.

In 1783 the American state faced a number of problems. Primarily, there was no head of state and a weak national government was operating under the Articles of Confederation; which were adopted from 1781 - 1789. The ~~Articles of Conf~~ government had delegates from each state; but only 5 states attended meetings; which emphasizes the lack of unity between states, as they no longer worked together. On the other hand, however, the fact that the states were operating under the Articles represents how they did want to work as one state. Overall, despite the Articles playing an ideological role, the national government was weak and as one delegate commented 'it must appear odd to Europe', with regard to the government having no head. Thus, the country was not united in this respect.

On the other hand, in 1788 ~~the~~ the American Constitution was ratified and adopted. It begins with 'We the

(This page is for your first answer.) 'People', which shows how the Constitution was designed to unite the country. It was a nationalist approach which many federalists supported; but the Constitution did cause a divide between federalists and anti-federalists prior to its execution.

Federalists, such as George Washington and James Madison, argued that a constitution was necessary to create a strong government. However there were a number of anti-federalists who were led by Patrick Henry; who argued that the Constitution put the richest men in government. Despite this divide, it was a small divide considering only 3 out of 100 newspapers supported the anti-federalists. On the other hand, it is worthy to note that not all states ratified the constitution; only 9 out of 13 which shows how there were a significant number of states against ratification. In light of the evidence, the Constitution did ~~unify the states~~ but states were united by the Constitution but to a limited extent.

In addition to the ant divide between federalists and anti-federalists, there ~~was also~~ was also a fragmentation between North and South. In 1785 John Jay, the Foreign Secretary negotiated a treaty with Spain allowing them to have control over the Mississippi River as long as America had limited access to Spanish markets. This caused a divide between North and South, as New Hampshire and the Mid-Atlantic states wanted protectionist tariffs whereas the South were in favour of free trade. Consequently, the treaty failed to

(This page is for your first answer.) be ratified by enough states.

Another divide between the North and South surfaced during the Constitutional Convention in 1787. There were disagreements about slavery; the North wanted to see it abolished, whereas the South understandably wanted to maintain slavery and trade. It led to a compromise; states could decide for themselves if they wanted to continue slavery. This was a measure that ~~did not~~ ensured the unity of the states in the short term, regarded as 'The Great Compromise'.

Slavery also arose as an issue during the country when the Founding Fathers were deciding on how ~~other~~ states should be represented. The House of Representatives was to be elected using a ^{system of} proportional representation system, and there were disagreements about whether the slaves should be included in the population total, when deciding how many delegates there should be per state. The North argued that slaves were a form of property; so they should not be included in the population total for determining representation, but they should be used to determine liability for taxation. The South argued the opposite; they wanted slaves to be included when determining representation, but should not be used to determine liability for taxation. It was decided that a slave would count as $\frac{3}{5}$ three-fifths of a person; consequently allowing the South to get what they wanted. This divided the states, despite being called the 'Great Compromise' and meant that by 1789 the states were

(This page is for your first answer.) not 'united.'

In conclusion, there are ways in which America was 'united' between 1783-89. ^{In} 1763, the term 'American' was purely geographical, however by 1789 the term 'American' ~~meant~~ represented an independent state and a new identity for all of the states. Also, that America had its own flag of 'Stars and Stripes' which was adopted in 1777. Therefore America was united in its identity. However, the Articles of Confederation united the states but did not lead them, and the government were not listened to by states. There were serious divides, between North and South primarily, which lead to the conclusion that it would not be accurate to describe the new American state as 'united' in the years 1783-89.

**ResultsPlus**

Examiner Comments

This is one of the few responses to Q.4 which focused directly on the 'unity' of the new American state in the time period suggested. Key areas of political debate are established within the essay and although there are issues suggested in the introduction which are not later discussed there is direct focus and explicit understanding shown.

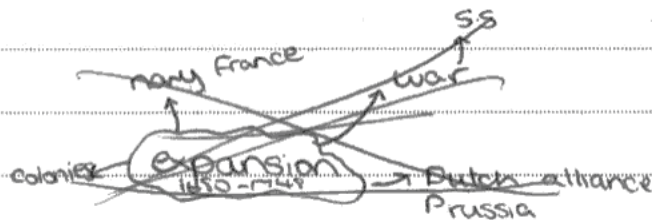
Below is an example of a high Level 3 script with both answers showing a clear attempt to analyse but with weaker elements in focus, relevance, supporting material and organisation.

Put a cross in the box indicating the FIRST question you have chosen to answer .
If you change your mind, put a line through the box
and then put a cross in another box .

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The British Empire of the 17th and 18th century was as Niall Ferguson quotes 'the largest empire the world has ever seen' (Empire, page 51).

But to what extent did the rivalry between Britain and other European powers motivate British empire expansion? In this essay I will look at factors such as alliances, wars, treaties and colonies and discuss their merit.

(This page is for your first answer.)

Britain at the start of the period I am assessing was not a major European Power, although it did have some territory abroad, such as Bombay, acquired in 1662 by Catherine of Braganza's marriage to King Charles II. However in 1688 during the glorious revolution William of Orange came to the throne. This was to kickstart British Empire growth, as Britain now had a powerful ally, which also gave them the blueprints for a banking system and stockmarket, meaning Empire growth could be funded, with Britain now able to compete with rivaling European Powers.

Naval expansion was key to Britain's empire expansion, and Naval expansion was brought about by rivalry with France. Britain at the beginning of our period was 'the pensioner of France' as Kenneth O. Morgan states, as France ruled the waves. This

(This page is for your first answer.)

desire to build an empire and compete with France led to massive outputs of naval ships, with the number of British naval ships over doubling from 48 to 153. Britain was able to build up its navy due to an alliance with Prussia, who had the best and largest land army of the period.

British naval expansion and desire to build an empire meant that it was almost constantly involved in battles or wars. These wars ~~had~~ and battles had high stakes, with the loser forfeiting key empire territory in most cases. Having a strong naval force was an invaluable asset, as it helped win many key battles and capture vital territory. Prime examples can be found during the War of Spanish Succession from 1701-1713, in which Britain won a key naval battle against the French at the battle of Vigo Bay, gaining the territory of

(This page is for your first answer.)

Quebec. Britain also took control of Gibraltar in 1704, which much to the dismay of European rivals meant Britain could control all trade in and out of the Mediterranean. Peace treaties after ~~the~~ wars helped British expansion, such as Utrecht in 1713 which ratified territories of Quebec and Gibraltar and gave Britain 10% of the Spanish slave trade, which was a blow to both Spain and other rival powers as it meant Britain could expand its 13 crown colonies in America with cheap black slave labour. This passage between Britain, Africa and Americas was known as the triangular trade, and proved to be so lucrative that its merchant ships required protection from the ever growing navy.

British did not only compete in military expansion with rival powers, but also in colonial expansion, such as the 13 Crown Colonies in America

(This page is for your first answer.)

as mentioned before. The Americas Colonies were vital to Britain as King George's war at the end of our period shows when Britain sent troops to defend British colonies against French colonies. India was also key, with Britain gaining a foothold with William of Orange coming to the throne meant Britain got the tea, silk and precious gems trade ~~off~~ off the Dutch, with all 3 proving highly lucrative. Thomas Pitt sold an Indian diamond worth £125,000 to the French Prince Regent during our period, showing how successful Britain was in India, in direct competition with the French. Britain would gain French territory in America and India after the seven years war at the treaty of Paris in 1763.

In conclusion I believe that European rivalry was a key factor in British Empire growth as it stimulated naval

(This page is for your first answer.)

and colonial ~~the~~ expansion in a burning desire to compete, but ~~the~~ alliances with the Dutch and Prussia also gave Britain a ~~first~~ foundation on which to build on, along with key victories in battles against rival European powers that led to British empire expansion and ultimate domination and sealing its hegemony status.

Put a cross in the box indicating the SECOND question you have chosen to answer ☒.
Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box ☒
and then put a cross in another box ☒.

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(This page is for your second answer.)

The East India Company at the start of our period was the most successful company of its time, turning over nearly £3 million per annum. However, by the end of our period it was in rapid decline. But to what extent was corrupt governance and government intervention to blame for its downfall? In this essay I will look at governance of the company, parliament acts and problems faced in India.

In 1763 British EIC had complete hegemony in India thanks to the treaty of Paris in 1763 and finally defeat of pro-French Indians at the

(This page is for your second answer.)

battle of Buxar in 1764. Lord Clive was the mastermind behind the EIC's rise in India. However, Clive had been taking funds from the company and on his return to England was rich but discredited. Clive's actions prompted parliament to pass the regulating act in 1773, forcing the position of governor general. The man appointed in 1773 was Warren Hastings.

Whilst Clive was happy to give the illusion the local Nawabs were in power, Hastings took immediate action to strip them of their power and stop payments to the Mughal emperor. At this time the company was in massive debt at around £7.4 million. Hastings' term as governor ended in 1784 and on his return to England was impeached by Edmund Burke for financial irregularities. The trial lasted 7 years, in which Hastings was cleared but his reputation and wealth shattered.

(This page is for your second answer.)

The EIC not only had company problems but local problems, such as the Marathan and Mysore wars. The Mysore wars were from 1766-99. Hastings tried to build alliances with Mysore's leader Haider Ali, but the 4 Mysore wars did not end until 1699 with the death of Tipu Sultan. The Marathan wars went on to 1813 when the ~~the~~ Mughal empire finally accepted British protection.

After Hastings' impeachment, parliament passed the East India Bill in 1784. This meant the governor general of the company had to report to a board of control in London. Lord Cornwallis was appointed governor general in 1784, and took 'immediate ~~the~~ action to change the ethos of company administration' (Niall Ferguson, *Empire*, Page 50) by dividing the company into political and commercial sectors, with members only allowed to be part of one sector. Rosemary Coes states that in Bengal in 1763,

(This page is for your second answer.)

Company members private trade amounted to around £500,000. Cornwallis also formed the Indian Civil Service with its 'sea-green' incorruptibility' as Niall Ferguson states. Cornwallis resigned in 1793 when Indian officers refused to follow orders and he received no backing from London. Also in 1793 the Charter Act was introduced, limiting EIC company charters to 20 years, although it was not implemented until 1813 and ~~1833~~ 1833.

The final governor of note was Wellesley, Duke of Wellington's older brother. He focused on company military engagement, defeating Tipu Sultan and stopping French interest in India rekindled by Napoleon. He was governor from 1796-1805.

~~Britain~~ The EIC company lost its place in India after Lord Dalhousie came to power in 1848, slightly after our period, and introduced the Doctrine of Lapse, meaning any Indian prince

(This page is for your second answer.)

without on heir had to give his wealth and land to the EIC upon his death. This caused outrage and led to Indian mutiny in 1856, with the British Raj taking over the company.

In conclusion I believe it was government interference ~~ca~~ triggered by Clive's actions that led to the rule of the company becoming more governed by parliament by introducing legislation to keep the company in check, along with problems within India and the interest of governor generals ^{saw a more} away from trade to more administrative areas that led to the company finally being taken over by the British Raj.



ResultsPlus

Examiner Comments

In both answers there is a clear attempt at analysis and an understanding of the question set which sets them in the higher band of Level 3. Both answers show understanding of the concepts involved across the whole period of the topic under study but lack some focus on the question actually set.

Q.2 discusses European rivalry to some effect but the organisation of material leads to some assertion and the final paragraph of the main body of the essay suggests that the time period has not been taken into consideration. Supporting evidence is adequate but not always selected well.

Q.7 is a brief survey of the relationship between EIC, the British government and corruption across a time period from c1760 to the 1850s. The supporting material is adequate but the focus is not always clear.

In conclusion, as one of the examiners commented in their final report, "Able candidates wrote articulately and coherently and demonstrated a logical mind as well as good linguistic skills. Weaker answers were characterised by poor sentence construction, spelling and poor writing skills, which was a limiting factor in some answers where candidates clearly knew their history but struggled or failed to produce a coherent readable response."

Grade boundaries

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	38	33	28	23
Uniform boundary mark	100	80	70	60	50	40

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